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Facilitator's Manual: Curriculum to Establish an Intergenerational Oral History Program

Institute for Global Education & Service Learning

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Intergenerational Oral History Program

Facilitator's Manual:
Curriculum to Establish an
Intergenerational Oral History Program



A Service Learning Model

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The Institute for Global Education and Service Learning developed this manual as a collective effort after many years of experience and work. It has been prepared by Ciara O'Connell, AmeriCorps*VISTA at the Institute. For more information, please contact:

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Intergenerational Oral History Program: A Service Learning Model

Facilitator's Manual

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Section One - Introduction

"Teachers open the door, but students must enter by themselves."

Chinese Proverb

IGESL Mission

The Institute for Global Education and Service Learning is a non-profit teacher training organization that creates service-learning programs and initiates activity-based education in collaboration with schools and organizations across the country and around the world.

Our goals are:

- ❖ Design and implement programs that infuse service-learning methodology and brain-based learning theory into schools and communities to promote education reform.
- ❖ Construct and lead interactive training for youth and adults that target community needs through service-learning education.
- ❖ Advance service-learning methodology through research, partnership, and publication of educational materials specific to literacy, citizenship, environment and human need.

The IGESL strongly values brain-based theory in its service-learning programs. Brain-based learning is the creation of a learning environment that places the brain in optimal conditions to learn. It is effectively expressed in service-learning methodology because of how it insures:

- ❖ Challenge
- ❖ Complexity
- ❖ Continuous feedback
- ❖ Relevance and choice
- ❖ Novelty and variety
- ❖ Emotional connection

Intergenerational Program

Service projects that join students with senior citizens offer great hope for recapturing a sense of interconnection between divergent age groups in a community. Student-senior projects may take a variety of forms, including cross-age reading, Adopt-A-Grandparent, or computer tutoring. However, this manual focuses on an oral history service-learning project. Such a project empowers students and senior citizens to take an active role in understanding and preserving their community history.

What's in it for the participants?

While participating in an oral history project, students discover firsthand their community's history. Students learn how to understand the difference between folklore and historical fact, do scholarly research, conduct interviews, write biographies, and are given the option of producing a book. Partnerships are established with senior members of the community that often endure long past the completion of such projects. Students may earn credits toward graduation and satisfy requirements for multi-disciplinary or service-learning projects.

Senior citizens who participate in an oral history project serve the community by preserving local history and folklore that potentially could have been lost. They may be involved in the creation of a book or exhibit to be viewed for years to come.

The results of an oral history service-learning project include:

- real academic learning
- a project with a vital effect upon the community
- lasting relationships between students, teachers, school administration, senior citizens and community leaders

"The most permanent lessons in morals are those which come, not of booky teaching, but of experience."

Mark Twain

How much work is involved?

Essential for the project's success is a facilitator spearheading the project who has a vision to keep energy directed toward the final project. The facilitator's major role will be coordinating meetings for the senior and student groups and following up to see that each group is getting what they want out of the project. However, this project is designed to be student-run. Students who feel a sense of ownership will have a vested interest in the project and enjoy doing most of the work, including generating interview questions, choosing historical themes to research and discuss, and writing and editing biographies.

How does service learning fit into this?

Service learning is a method of teaching that enriches learning by engaging students in meaningful service to their schools or communities through careful integration with established curricula. Oral history projects can easily be incorporated into Social Studies, Economics, History, Communications, English, and Community Service or Service Learning classes.

Service learning has four components that must be present to provide a quality experience for students. They are preparation, action, reflection, and celebration. Preparation consists of skills development, training, research, and the development of partnerships prior to the service experience. Action is the meaningful service performed by students for their class, school, or community. Reflection is processing or reconstructing the service experience and making the connection to learning. Reflection is ongoing and can take one of four forms: writing, doing, telling, and reading. Celebration events recognize the students and community for a job well done and enhance the unity and commitment of all partners in the service-learning experience.



Setting up a Portfolio

Having students keep a portfolio throughout their service learning experience helps to provide them with a sense of participation, ownership and accomplishment. It is also a valuable tool to assist teachers and students in identifying strengths and areas for improvement. The folder icon throughout this manual suggests items to include in the student portfolio.

A folder, binder, or box can be used to store the contents of portfolios. The portfolios should be located in an area of the classroom that is easily accessible to both students and teachers. Items in the portfolio can include essays, interviews, scrapbooks, artwork, letters, group work, research data, newspaper articles, maps, anecdotal records, audio or videotapes, and photographs. The facilitator may require that some pieces be placed in the portfolio, but others should be selected by the students. All items should be dated and accompanied by a short caption or description.

Competencies

Four competencies have been identified for development through hands-on service-learning experiences both in the classroom and in the community. These competencies can be used to evaluate the program and each student's performance.

The intergenerational oral history competencies are:

- Work effectively in a variety of group settings
- Recognize, appreciate, and support community resources
- Understand the biological and psycho-social effects of aging
- Demonstrate effective oral and written communication skills

Evaluation and tools are provided in Unit Six for an easy assessment of whether or not these competencies are met.

"People are usually more convinced by reasons they discovered themselves than by those found by others."

Blaise Pascal

Section Two - Preparation

Preparation consists of the learning activities, such as skills development, training, research, and partnership development, to be performed prior to and throughout the service activities.

I. Working as a Group or Team

Objective: The students will demonstrate the ability to work effectively in a variety of group settings, with people from diverse backgrounds.

A variety of group activities are provided to develop mastery of this competency:

1. Group Roles

- Leaders
- Hinderers
- Encouragers
- Team Players
- Passive Players

2. Effective Group Strategies

- Establishment of Ground Rules
- Participation by everyone
- Development of listening and hearing skills
- Acceptance of ideas of others

3. Democratic Process

- Open Discussion
- Consensus
- Voting
- Process of Elimination

Group Activities

Activity One:

Group Roles

Focus: Everyone has a role when working within a group. We have the power to decide whether the role we assume is positive or negative. Once we are aware of the effects our behaviors have on the group process we can make better choices about how we interact.

Role Play: Monkeys to Lions

Materials: newspapers, sets of "Role cards"

Prepare one set of "Role cards" for each group with a different role and definition on each card.

LEADER - LION: makes sure the group finishes the task, tries to get everyone involved, and leads by example.

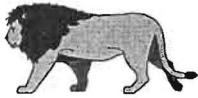
ENCOURAGER - DOVE: acts as the peacemaker, supportive of the group members, and helps to solve problems.

TEAM PLAYER - ANT: joins in and helps out, is a hard worker, and puts the needs of the group before her/his own needs.

HINDERER - MONKEY: fools around, chatters a lot, and stops the group from working.

PASSIVE PLAYER - TURTLE: goes into her/his shell and does not say or do anything, refuses to participate, and acts like a warm blob taking up space.

- ✓ The students should be divided into groups of at least 5.
- ✓ Give each student in the group a different role card and instruct them to assume, or "act out," the role described on the card throughout the activity.
- ✓ The group should use the newspaper to find words, pictures, ads, etc. that they feel represent senior citizen issues and concerns. Have them cut out or mark those items and keep a tally. (You may replace this activity with any easy task; this is only a cover activity for the discovery of group roles.)
- ✓ Give the groups 15 minutes to work.
- ✓ Remind students not to reveal their roles yet.
- ✓ At the end of the activity allow the students to discuss what was happening ... who was helpful, who was not, etc.
- ✓ Have the students reveal the roles they were portraying and the positive/negative effects on the group.
- ✓ Emphasize the choice to be a positive group member.



LEADER - Lion

Makes sure the group finishes the task, tries to get everyone involved, and leads by example.



ENCOURAGER - Dove

Is the peacemaker, very supportive of group members, and helps to solve problems.



PASSIVE PLAYER- Turtle

Goes into her/his shell and does not say or do anything, refuses to participate, and acts like a warm blob taking up space.



TEAM PLAYER - Ant

Joins in and helps out, is a hard worker, and puts the needs of the group ahead of her/his own needs.



HINDERER - Monkey

Fools around, chatters a lot, and stops group from working.

Activity Two:

Effective Group Strategies: Establishment of Ground Rules

Focus: This is an excellent method to use to let students see what happens when there are no rules for conduct and courtesy. It causes a lot of noise and generates laughter, but students soon get tired of shouting. It leads quite naturally to something quieter. Neither player hears the other, there is no interaction, no dialogue, and therefore no relationship. The point is made that without a give and take of attitude and position in an argument or dispute, and without listening and response, there can be no direction or useful teamwork.

Talking Down

- ✓ Partners sit close together and face each other.
- ✓ Holding eye contact the whole time, talk to each other at the same time about a given topic, for a given period (thirty seconds to a minute).
- ✓ Keep talking at all costs and try to make the other person dry up.
- ✓ No physical contact must be made, only expressive talk used.
- ✓ Players should not hear a word that the other person is saying but must concentrate on their own story.

A good starting topic is "Everything that happened to you from the time you woke up this morning." Other Suggestions are:

- Tell your favorite fairy tale, with as much expression and animation as possible.
- Be a traveling salesperson, trying to sell some kind of product.
- Persuade the other person of a belief you hold most dear - soap box style.

***"Discussion is an exchange of knowledge;
argument is an exchange of ignorance."***

Robert Quillen

Activity Three:

Effective Group Strategies: Participation of Everyone

Focus: This always produces a very rich discussion and evaluation. The facilitator can ask, is it right to adapt to different company? Should we always be ourselves? What is "ourselves"? How do we make people different from ourselves feel at home or comfortable with us? What were the differences both observed and felt within that range of situations? When were you most yourselves and when least? Why? And... does it matter?

We Are Many

- ✓ Students work in groups of 3; 2 students role play and 1 observes.
- ✓ Role play the various characters, quickly, over a range of situations.
- ✓ Observe how we behave differently over the course of a day with the range of people with whom we come in contact. Is there a consistency behind all of those contacts?
- ✓ Each group should appoint an observer to write down examples of adaptability and our consistency.
- ✓ One player takes the central role (*School student* or *Parent*) throughout this activity while the other players act out the remaining roles.

School student -

- ❖ With parent at breakfast time
- ❖ With a brother or sister who wants to borrow some of your clothes
- ❖ With your teacher who wants to see you about your work
- ❖ With your friend to plan what you will do tonight
- ❖ With the principal who has called you into his/her office because of reports of lateness and laziness

Parent -

- ❖ With son or daughter at breakfast time
- ❖ With a vendor who overcharges
- ❖ With a coworker while you are at your part-time teaching job
- ❖ With a special visitor (your boss, the minister, a prim and proper aunt) you are entertaining for dinner
- ❖ With your boss whom you are asking for a favor
- ❖ With your son or daughter who broke curfew and comes in 2 hours late

Activity Four:

Effective Group Strategies: Development of Listening and Hearing Skills

Focus: The idea is to have the students communicate with each other in a way similar to the children's game "Telephone". They must use good verbal communication skills and ask evocative questions. The speaker realizes how clearly he/she must speak and think about what he/she is going to say before saying it. The other students realize how to ask for specific details to accomplish a task. Repeat the activity and rotate the roles to allow the students to develop effective communication skills.

Look, Move, Create

- ✓ In the hallway area or an area where other students cannot see what is happening, hang up a pre-designed poster with several pictures of simple objects (i.e. a flower, a cat, the sun, moon, stars) created with a variety of materials (i.e. construction paper, newspaper, feathers, pipe cleaners). The amount of time allotted for the activity should be considered when determining the complexity of the poster.
- ✓ Students divide into groups of 4 to 6. Each group has a supply of the materials needed to recreate the poster.
- ✓ Volunteers are needed from each group to be a LOOKER and a MOVER. The rest of the people in the group are the CREATORS.
- ✓ The person who is the LOOKER quickly moves to the hallway, studies the picture, and describes to the MOVER, who is waiting in the classroom, what is on the poster. **The LOOKER may not enter the room and the MOVER may not look at the poster.**
- ✓ The MOVER runs back into the classroom and describes what he/she was told to the CREATORS who then recreate the picture. **The MOVER may not point or use his or her hands when describing the poster to the CREATORS.** However, the MOVER may go back and forth as many times as necessary.
- ✓ The MOVERS and RUNNERS can ask clarifying questions, but the LOOKER can only relay information about the poster.

Activity Five:

Effective Group Strategies: Acceptance of Ideas of Others

Focus: It does not matter how stereotyped or superficial the responses are initially, it is the cumulative effect and the awakening of interest that are important in the wider social implication. At the end of the activity, students will choose the candidate they believe should have the heart. The outcome of the role play, who is chosen to have the heart, depends on what the students perceive as important. For example, if the student looks from the perspective of a hospital board member who needs money for the hospital, they may choose a candidate who has a large income. If the student looks from the perspective of a parent whose children depend on them, they may choose the candidate with the most dependents.

Role Play: You Have To Have A Heart!

- ✓ Hand out a copy of the *You Have To Have a Heart!* worksheet, found on the next page, to each student.
- ✓ Without any class discussion, have the students individually choose which candidate will receive the heart.
- ✓ Identify 3-5 students to play the roles of hospital board members. Instruct these students to ask interview questions such as: The board was given background information on your life, but could you tell us something more about yourself? Why do you feel you deserve the heart? How will you give back to the community if given a second chance at life?
- ✓ Identify 5 students to play the roles of heart candidates. Instruct these students to be creative in acting out each of the roles. Encourage them to go beyond the given description and create a character who will convince the board to give him/her the heart.
- ✓ After the interview process, allow time for the board to discuss which candidate they would like to choose and present their decision to the class.
- ✓ Discuss other opinions the class had. Include the different perspectives that were taken and the rationale behind those perspectives as mentioned above in the focus.



You Have to Have a Heart!

Scenario: You are one of the members of the City's Hospital Board and must make a crucial decision. Individually you must choose the heart candidate from the descriptions below. After the board interviews each candidate, they must come to an agreement about who receives the heart. One important rule that the board always observes is that before you are allowed to express an opinion, you must validate the thoughts or feelings of another board member, even if they differ from your own (i.e. "I understand that you are frustrated, but I think...").

Step 1: Individually choose the heart candidate.

Step 2: Your facilitator will assign the 5 roles and identify board members.

Step 3: The Interviews! Feel free to take notes.

Remember, there is only one heart! All of the following heart candidates are in need and will not survive without intervention:

1. Gina Mutti -
Age: 61
Occupation: suspected of underworld involvement (mafia)
Description: married, 7 children, extremely wealthy, will donate a very large sum to the hospital following the operation
2. Selena Santos -
Age: 23
Occupation: "B" average student
Description: single, studies hard, helps support poor family, aspires to be a police officer when she graduates
3. Anne Walker -
Age 45
Occupation: housewife
Description: widow, supports 3 children, small income, no savings
4. Eddie Johnson -
Age 35
Occupation: famous actor
Description: divorced, wife has custody of both children, donates to create shelters for the homeless
5. Howard Townsend -
Age: 55
Occupation: California State Senator
Description: married, 1 child, recently elected, financially well-to-do

*"Out of clutter, find simplicity.
From discord, find harmony.
In the middle of difficulty, find opportunity."
Albert Einstein*

NOTE: *The following activities introduce students to the concept of democratic process. They create an environment where students can feel confident asking questions and investigating answers. Students learn how to gather information, engage in productive dialogue, and work as a team to make decisions and solve problems. They reach conclusions and consensus through voting, majority rules, and process of elimination--all the underlying principles of a true democratic society.*

Activity Six:

Democratic Process: Open Discussion

Focus: The purpose of the discussion is to generate dialogue and discuss many options.

Good World/Bad World

This is a great activity to get discussion going. Divide the students into two groups. Begin with a premise that affects the school, the community, the nation, or the world, such as:

- ❖ What if the school was awarded a million dollars of lottery money?
- ❖ What if human genetic engineering continued unchecked?
- ❖ What if individuals were allowed to do just as they pleased?

Have one group explore the favorable consequences of the premise, and ask the other group to investigate the unfavorable outcomes. Bring the groups together to CONTRAST the shades of opinion. There are no right or wrong answers. Consensus or a recommendation for a solution is not needed.

Activity Seven:

Democratic Process: Consensus

Focus: The main aim of this activity is to emphasize the idea that we can all be resourceful when the need arises and that thinking calmly and creatively via brainstorming with others will lead to consensus and a solution to the dilemma. Brainstorming allows the most effective access to those resources and is an effective strategy to teach students methods for reaching consensus.

Marooned

- ✓ Divide the students into groups of 5 or 6. Present the scenario that students are marooned somewhere, i.e.:
 - In a crippled submarine on the sea floor.
 - In a jungle.
 - In the middle of New York City with no money.
- ✓ Give each group a copy of the Group Discussion prompts. (See below.)
- ✓ Students must work out a survival strategy. They should talk about specific details of their situation and make a realistic assessment of the dangers, dilemmas and problems to be resolved.
- ✓ Stress that consensus is just an agreement that the group can live with.

Results, ideas, and conclusions should be presented in a variety of informative and creative ways to the class. Again, consensus should be reached on the presentation format using brainstorming strategies. This might be a short story, a fictional diary entry, a letter home, a poem, pieces of scripted comedy or drama, artwork, etc.

Group Discussion Prompts

Give an accurate and detailed description of your situation.

- What skills or personal attributes do you (the group) possess that are relevant to the situation.
- What questions do you need to ask before you can proceed?
- Compile a list of useful equipment.
- What decisions do you need to make at this point?
- What do you anticipate you will need to do to survive/escape/succeed?

***"Think wrongly if you please, but in all cases
think for yourself."***

Doris Lessing

Activity Eight:

Democratic Process: Voting and Process of Elimination

Focus: Voting and process of elimination are tools to use to promote consensus. Practice using these tools throughout the following activity.

Three Wishes

Tell students they have been granted 3 wishes to make their school a better place. Using chart paper or the board, have students brainstorm and record their wishes. Encourage each student to contribute. Any duplicate wishes can be marked with a series of checks after the idea. When all answers have been given, start the process of elimination. Students may want to carry forward only the ideas that have been mentioned more than once. Students may shorten the list by comparing each item with another below it and voting to eliminate one of the items. Again, let the students figure out the strategy to pare the list down to only 3 items. From these 3 items, do a majority vote. Using a show of hands, decide which of the 3 things is going to be named the most important wish for the school. This is an excellent exercise to show students how democratic process works through the process of elimination and voting.

***"Peace cannot be kept by force, but can
only be achieved by understanding."***

Albert Einstein

Activity Nine:

Using Democratic Process to Develop a Class Code of Ethics

Focus: Common values shared by a group of people are called "ethics." Some organizations establish a "code of ethics" to guide the conduct of their members. Below are some common examples of codes.

The Boy Scout Law

A Scout is:

Trustworthy

Loyal

Helpful

Friendly

Courteous

Kind

Obedient

Cheerful

Thrifty

Brave

Clean

Reverent

WEST POINT HONOR CODE

"A Cadet does not lie, cheat, or steal, or tolerate those who do."

Encourage students to find examples of other codes in our society (e.g. the 10 Commandments, McDonnell Douglas Corp., and other businesses and organizations). Check out <http://csep.iit.edu/codes/codes.html> for one of the most extensive lists of codes of ethics. Have students share the codes they find with the class.

Creating a Group Code



Encourage students to put their knowledge of democratic process to practice in the development of a group code of ethics. Have students write 3-5 values they feel are important for being in a class or working in the community. With a partner or small group, students openly discuss their choices and, together, pick 3 that they think are the most important. Have the students write these 3 on half sheets of paper. Each group then chooses 1 or 2 they feel are most important and tapes them to the board. Next, ask the students if any of the values are similar. Once they reach a consensus, rearrange the cards into categories on the board. Use voting and process of elimination to narrow down the choices to about 5 categories. Ask if the group has anything to add that is not already represented. After the values are categorized, have the group construct its own code of ethics.

Keep these things in mind when creating a class code:

- *Keep it brief*
- *Keep it general, not detailed*
- *State it positively (You should... or We will...)*

Allow students to record the class code in their journals and create a code to be posted in the classroom.

"The ultimate value of life depends upon awareness and the power of contemplation, rather than upon mere survival."

Aristotle

Reflection:

After each group activity select a few of the following forms of reflection. Allow time for students to discuss their responses and how their group skills change over time.

❖ WRITE responses to some of the following questions in a journal



- *Who were the leaders of your group?*
- *Who were the encouragers? How could you tell?*
- *Were there any people who hindered the activity? How?*
- *How did everyone in the group participate?*
- *Explain why all group roles are important and make the group function as a "real" team.*
- *What could your group do differently to work as a team?*
- *Did everyone get a chance to voice his or her opinions?*
- *Were their ideas accepted without judgement?*
- *How did the group decide on the outcome of the activity?*
- *What are some important ground rules to establish before working with a group of people?*
- *Do you think having a group code of ethics is important? Why or why not?*
- *How do you feel about the group code of ethics?*
- *Do you think you can live by the group code of ethics?*
- *How can you use this code while working with senior citizens?*

❖ CREATE A COLLAGE, PICTURE OR POEM about teamwork



❖ ROLE-PLAY different members of the community in various situations

❖ FIND BOOKS OR ARTICLES TO READ about working in groups, working with seniors, and team-building camps or activities

Section Two - Preparation

II. Community Resources

Objective: The students will be able to recognize, appreciate, and support community resources.

"Do what you can with what you have, where you are."

Theodore Roosevelt

Before beginning an oral history project, have students learn all they can about the subject (community, organization, individual) they are studying. They should become familiar with community institutions, local places of significance, and historically important events. The richer their background knowledge is, the better questions they will ask and the richer their exchanges will be.

Preflection:

Give students time to think about the following questions and then respond in their journals:

- ❖ *What do you know about the history of your community?*
- ❖ *Who are the different types of people that live here?*
- ❖ *Are there local businesses? Community centers? Libraries? Museums? Parks?*
- ❖ *Where would you be able to find a large group of senior citizens?*

The following activities are designed to increase students' awareness of their community's residents, industry, culture and history. This is the first step in empowering students to take an active role in understanding and preserving their community history.

Community Activities

Activity One:

Increasing Community Awareness: Community Investigation

Focus: To let students directly observe and record features in their immediate community.

Walkabout

Allow students to go out (in pairs or small groups if possible) and record their observations of the surrounding area. Students should take their journals and record all they see, hear, feel, and think about the community they will be working in, including notes about the businesses, government agencies, schools, churches, parks, non-profit organizations, and housing units they see. Students may wish to take a camera and create a photo essay as well.

Media Search



Have students scan the newspapers, listen to the radio and watch the TV news for stories about their community. They should place articles from the paper and written summaries of radio and TV reports in their portfolios.

Resource List



Using information from the walkabout and media search, have students begin to develop a list of local resources. They may wish to do this in the form of a travel brochure or tourist information guide. Encourage them to include information about famous historical events, cultural traditions, famous personalities, residential areas, schools, museums, restaurants, hospitals, libraries, government agencies, transportation, shopping, and entertainment. Remind them that senior citizens are an important resource too! Where can they find large groups of seniors to interview?

***"People can be divided into three groups:
those who make things happen,
those who watch things happen,
and those who wonder what happened."***

Anonymous

Section Two - Preparation

III. The Aging Process

Objective: Students will become familiar with the biological, psychological, and social effects of the aging process.

*"Things past belong to memory alone;
things future are the property of hope."*

John Home

Before beginning work in local senior centers, make sure the students are informed and sensitive to the aging process. Your students may have fears or misconceptions about older people that, unless dispelled early, will make it difficult to implement an intergenerational program.

Preflection:

Ageism is a form of discrimination that relegates people to an inferior or limited position simply because of age. Possible occasions for age discrimination are when applying for a job, renting an apartment, buying merchandise in a department store, or trying to participate in an activity intended for another age group. Can you think of other possible occasions for age discrimination?

To raise awareness of the *physical limitations* of senior citizens with whom the students may be working, have students:

- ❖ Wear glasses with Vaseline on the lenses
- ❖ Walk with marbles in their shoes
- ❖ Repeat aloud what a classmate whispered

In addition to understanding the physical effects of aging, the following activities are designed to help students recognize common age-related stereotypes and understand the psychological and social effects of aging.

Age Sensitivity Activities

(Adapted from exercises in: Couper, D. *Schools in an Aging Society*)

"Wrinkles should merely indicate where smiles have been."

Mark Twain

Activity One:



How Old is Old?: Understanding the Aging Process

Focus: Aging is a natural, developmental process we all go through over the course of a lifetime. This activity is designed to help students understand that the concepts "old" and "young" are highly subjective, and that other people may have very different opinions about how old "old" is.

1. Draw the following line of ages on the board:

10	20	30	40	50	60	70	80	90	100
1	1	1	1	1	1	1	1	1	1

2. Have students record, in their journals, the age at which a person becomes:
 - a. a teenager
 - b. mature
 - c. an adult
 - d. middle aged
 - e. old

Note: You may wish to have them provide an accompanying drawing of an individual at each age and discuss their images.

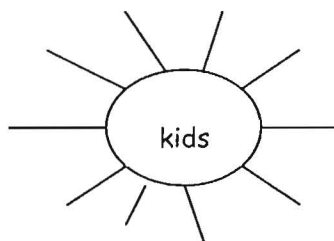
3. Have students respond to the following questions in their journals:
 - ❖ *What is the best age to be? Why?*
 - ❖ *When does a person begin to age?*
 - ❖ *How do magazines portray the aging process or people of various ages? Television? Newspapers? Find examples.*
4. Ask students to form small groups and discuss their responses.

Activity Two:

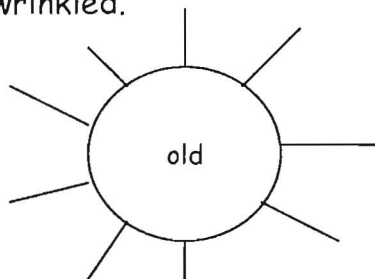
Confronting Stereotypes: Age-related Word Associations

Focus: People of all ages commonly hold negative attitudes about aging. This activity is designed to help young people rise above these attitudes against "young" and "old" people.

1. Draw a large circle on the board with the word *kids* or *teenagers* in the center. Draw lines coming from the outside of the circle.



2. Ask the class what other words come to mind when they hear, see, or think the word *kids*. Write word associations on the lines around the circle as students respond out loud. Common word associations are: wild, silly, fun-seeking, active, crazy and inexperienced.
3. After two or three minutes of word associations, have students discuss attitudes toward young people. What kinds of negative and positive connotations do the words *kid* or *young* have?
4. Repeat the circle association, only this time use the word *old* instead of *kids*. Common word associations are lonely, sick, retired, weak, wise, depressing, gray and wrinkled.



5. After two or three minutes of word associations, discuss attitudes toward older people. What kind of negative and positive connotations does the word *old* have?

Activity Three:

Confronting Stereotypes: Who are "They?"

Focus: Stereotypes form the basis for prejudice and discrimination. Each of the following statements expresses a stereotype about a group of people defined only as "they." Beside each statement, have students indicate whether a young person is talking about older people (OP) or an older person is talking about young people (YP).

- ___ 1. They always stick together and keep their distance from other age groups.
- ___ 2. I hate the way they drive. They're a menace on the road.
- ___ 3. They're always taking and never giving. They think the world owes them a living.
- ___ 4. They're so opinionated. They think they know it all.
- ___ 5. They're never satisfied, always complaining about something.
- ___ 6. Don't hire them because you can't depend on them.
- ___ 7. They always hang around the parks and shopping malls.
- ___ 8. They're always so forgetful.
- ___ 9. I wish I had as much freedom as they have.
- ___ 10. They should act their age.

- ❖ *Which of the above statements represent common stereotypes of young people? Of older people? Of both?*
- ❖ *Can both younger and older people be the victims of prejudice and discrimination based on age?*

Reflection:

The following are additional questions for writing assignments, group problem-solving activities or class discussions.

- ❖ *How have negative attitudes toward young people affected how you feel or what you do? Positive attitudes?*
- ❖ *Have you or anyone you know experienced discrimination based on age?*
- ❖ *How might negative stereotypes of old/young people limit what they do?*
- ❖ *What are examples of laws that set legal age restrictions on activities? (Examples: voting, driving)*
- ❖ *What can be done about age-based prejudice and discrimination?*
- ❖ *Do you think this is a problem that older and younger people might work on together? How?*

Section Two - Preparation

IV. Communication Skills

Objective: Students will demonstrate effective oral and written communication skills.

Most of the research students have done for the project up to this point has been in print. They each have a personalized definition of "history," "interviews," and "research." If they have not been exposed to it before, those students will now have to fit "oral history" and "folklore" into that schema.

Preflection:

Have students respond to the following questions in their journals.



- ❖ *How do you define the word "history?" "Interviews?" "Research?"*
- ❖ *Are news stories more or less accurate if reporters interview eyewitnesses?*
- ❖ *What do you consider to be characteristics of a good interviewer?*

Age Sensitivity Activities

Activity One:



Different Communication Styles: Who's Story is it?

Every person has a different perception of what happened when covering a historical or current event. Collect various interviews and compare the styles of those reporters.

"I cannot tell how the truth may be; I say the tale as 'twas said to me."

Mark Twain

Activity Two:

Different Communication Styles: Communicating about the Past

Focus: This activity helps students to understand that everybody witnesses, remembers, and retells incidents or events differently. It is likely that many students will remember the same thing differently, just as seniors remember the same historical events differently.

That's Not What I Saw!

- ✓ Find somebody who is a good actor or actress to surprise your group with a pre-planned incident (i.e. run into the room quickly, steal something from a desk, and flee).
- ✓ Have students write down a description of the perpetrator and a detailed account of the event that occurred.
- ✓ Suggest details such as clothing style, color and style of hair, height, and what the perpetrator may have been carrying.
- ✓ Consider having students draw visual representations of that perpetrator to accompany their descriptions.

Activity Three:

Interviewing Skills: No Two Seniors are Alike

Focus: Every senior citizen has lived a life full of different experiences. When preparing your interview topics and questions, respect these differences. Role-playing different senior citizens allows students to practice using their interviewing skills.

Role Play

Role playing different senior citizens will help students remember to keep their interview questions and topics flexible. For example, students who wish to learn more about combat styles during World War II may plan to talk to the three men at their partner senior center who lived through that war. However, of those three men, one could have been too young to remember it, another may have lost a close friend or relative and does not want to talk about that experience, and the third may have had a disability that prevented him from being drafted.

Have one student be the interviewer and another student play one of the following senior citizens:

- ❖ **Ben Citizen.** Ben was the mayor of his city for 7 years. Some of the challenges he faced as mayor were unemployment, crime, and deteriorating race relations. Ben has 2 daughters and 1 son.
- ❖ **Selena Seams.** Selena designed and sewed wedding dresses for 40 years. She also used her talents to create hundreds of costumes for the city's annual parade. She has 1 daughter.
- ❖ **Daryl Downing.** Daryl was unemployed for the first 50 years of his life. This experience led him to campaign for fair hiring practices for people with disabilities. Daryl does not have a wife or any children.
- ❖ **Teresa Vine.** Teresa won a prize for the most beautiful garden on the block for 9 consecutive years. She was a homemaker who enjoyed raising 1 daughter and 4 sons.
- ❖ **Charlotte Childs.** Charlotte had to leave school at age 12 to raise her 4 younger brothers and sisters after her mother died. She does not know how to read or write very well, but hopes to go back to school soon. She enjoys volunteering at the food bank and singing at church.

Activity Four:

Developing Interview Topics: Dream those Themes

Focus: Use the democratic process skills developed while writing a Group Code to develop a short list of historical and cultural topics you would like to ask the senior citizens about. Topics can include: sports, race relations, war, education, employment, gender roles, health, politics, etc. Students should be encouraged to select their themes from the group list.

Activity Five:

Developing Interview Questions: Conversation Starters

Focus: Based on the topics developed in the previous activity, brainstorm a list of possible interview questions. Keep questions open-ended so that your seniors will not just give a yes/no response. Sample questions include:

- ❖ What is something you forgot once that you will never forget again?
- ❖ Describe your most vivid dream.
- ❖ What event in American history that occurred during your lifetime do you most vividly remember?
- ❖ If you could travel back in time to meet anyone in your family's history, with whom would you most want to meet? What would you ask him/her?
- ❖ What specific aspect of being a child do you miss the most?
- ❖ What is the greatest lesson in life you have ever learned?
- ❖ What is the best decision you have made in your life?
- ❖ If you could go back in time and relive any moment in your life exactly as it originally happened, what event would you choose to experience again?
- ❖ What is the one thing you most regret never having the opportunity to do?
- ❖ What was your most fulfilling moment from the past five years?
- ❖ What is the greatest risk you have taken in your life?
- ❖ What family customs or traditions would you most like to see preserved?
- ❖ If you could meet any person living today, who would it be? Why?

Reflection:

RESPOND TO SOME OF THE FOLLOWING JOURNAL QUESTIONS:

What are the qualities of a good/bad listener? How do you feel about the interview themes and questions your group developed?

ROLE PLAY MORE INTERVIEWS (i.e. doctor, author, someone from history, famous character in a book)

Section Three - Taking Action

Action is the meaningful service performed by students for their class, school, community, or other students.

Finding Senior Partners

Use the information students gathered in their community investigation to locate a group of senior citizens. While senior citizen centers or nursing homes are the most obvious choices, there are many other possibilities. Students may wish to establish a partnership with seniors at a local church or a group of seniors in their own school's alumni association. Students should also consider using their maternal and paternal grandparents as a starting point.

Getting Acquainted

Plan to have your class meet with the seniors three or four times before conducting formal interviews. At the first meeting of students and seniors, it is often difficult to get the two groups to interact. Planned icebreakers can help to create a friendly atmosphere, stimulate interaction, and build trust and cooperation among participants. Interviews will be more successful if participants have been able to establish a rapport and gather basic biographical data.

Some of the following intergenerational icebreakers were provided by the Mill Street Loft, a multi-arts educational center in Poughkeepsie, New York.

- ❖ *Serve Refreshments.* A central table of light refreshments draws participants together and encourages informal interaction.
- ❖ *Lost Voice.* Participants line up by birthdate without conversing. After the line is formed, students and seniors give their actual ages and form a new line to reflect the true chronological order. You may also form a line according to height, shirt, color, or some other physical characteristic. If you choose age, you may wish to have participants name one good and bad thing about being young/old.

Getting Acquainted (continued)

- ❖ *Name Game.* Form a circle. Have each participant announce a feeling, gesture or personality trait with his/her name. Each person repeats the names and associations in succession and adds his/her name to the growing list.
- ❖ *Two Truths and a Lie.* Have participants think of two truths and a lie about themselves. Provide a model for them to follow. For example, "I am an identical twin, Harrison Ford is my favorite actor, and I am training to run a marathon next month." Have the group guess which of the three items is a lie.
- ❖ *Uncommon Commonality.* Have the entire group brainstorm the best questions to ask when getting to know somebody. The students may have already done this in the Preparation section of this manual. Form senior/student pairs, and instruct partners to ask each other 3 or 4 of those questions. Suggest that the pairs find an uncommon commonality (for example, both have cats named Felix). Have participants use this information to draw a visual representation of that person to present to the group. Supply plenty of paper and markers.
- ❖ *Treasured Objects.* Ask all participants to bring in an object that holds personal meaning for them. These objects encourage reminiscing about the past and may stimulate fascinating discussion about changes in material culture over time.
- ❖ *Photograph Sharing.* Photos of past and present can be shared to show fashion and fads of different eras.
- ❖ *Time capsules.* Have intergenerational groups develop time capsules to represent a span of decades, and discuss changes in values.

If you are able to have several intergenerational meetings, you may wish to plan the last four or five activities during the second or third meeting so that participants can gradually and comfortably get better acquainted.

Conducting an Oral History Interview

When students are ready to conduct their interviews, share the following tips with them. Several of these topics should already be familiar based on their work in the Preparation section focused on demonstrating effective oral and written communication skills.

Interview Tips

1. Arrive promptly and with an outline of topics you would like to cover. However, be sure to allow for flexibility. Some of the most fascinating stories may be revealed when seniors stray from your outline.
2. Have the interviewee sign a release form; recollections and other information in the interview cannot be used if a form is not signed.
3. Allot two hours for the interview. The interview will not last this long, however, time is needed to work into and wind down from the interview session.
4. Ask clear, open-ended questions beginning with Why, Who, What, When, or How. These usually require the interviewee to give a more detailed answer rather than a simple "Yes" or "No."
5. Be attentive and polite during the interview. A person is more likely to share information when the interviewer is interested and sharp.
6. Do not interrupt interviewees. Let them finish their thoughts or stories, then ask them to repeat what was missed.
7. If something is said with which you do not agree, keep your opinion to yourself. Remaining neutral will prevent arguments.
8. Do not ask emotionally sensitive or personal questions.
9. Ask interviewees if they have any photos or material objects that may compliment their interviews. Seek guidance from a museum professional as to the proper handling techniques of any donated or loaned artifacts.
10. Photograph interview sessions and other intergenerational activities to supplement your oral history project.
11. Thank the interviewees for their time and let them know when you will be in touch with them next. They are probably very anxious to see what you will do with their interviews.
12. Now you are ready to write up your biographies!

Sample Release Form

ABC Press has agreed to publish a South Philadelphia book done by students and citizens of the community.

I hereby authorize the release of any information, pictures, or other items that I share in interview sessions for publication or any other public use.

Signature: _____ *Mary J. Williams*

Name: _____ *Mary J. Williams*

Address: _____ *1234 First Street*

_____ *Anytown, PA 11101*

Phone Number: _____ *(121) 555-6262*

Photographing the Community

Have students take photographs of their community as it appears today. These images can be published in conjunction with historical photographs that are retrieved from local historical associations or museums, as well as with any pictures that seniors share, to show changes in the community over time.

Developing Interviews in the Classroom

It is very important to have students write several drafts of their interviews. If it is possible, you may consider a follow-up interview, at which time the students could share their drafts with the seniors. This additional meeting would allow students to verify their information and gather any additional information they may desire, particularly in the form of direct quotes. The following is an example of a draft done by a middle school student. The author has missed the details necessary to complete Dora's story. Another session would provide the author with sufficient information to fill in the many gaps in the story.

Sample Middle School Interview
(Draft)

Dora Colgen thought life was quite nice when she was growing up. No one had heard of cancer or diabetes. Houses were much cheaper and everything was beautiful; you didn't see trash like you do today. You did not have to worry about anyone hurting you. She says, "It was like Heaven. Not now."

Dora was born in 1907 in Italy. Her family came here on a boat in the middle of World War I. In Italy, at that time, the soldiers stayed in the big towns, so many people came to her smaller town a few miles from the sea. When the people came, they ate the family's cat. They had a lot of mice and it was a terrible loss. Dora never went back to Italy. She eventually had five children of her own and never had the money to visit. When she got here, she thought it was like Heaven compared to Italy and the war.

As a child, Dora went to Annunciation Grade School. She says it was nice but she didn't speak English. Other kids just told her what to say. She was getting mad so she quit school; she only went for thirty days.

At home, the family had a refrigerator, but it did not last too long then. Milk and ice cream were delivered to the house. The family got heating when Dora was twenty. They did not have a television, but Dora does not like TV anyhow.

Dora was paid fifty to sixty dollars a month at her first job. She worked putting beads and sequins on strings. Dora got married when she was seventeen.

This interview is a great example of a first or second draft. Students may wish to practice editing by revising this interview of Dora. Once they feel more confident with editing and follow-up questioning, they will be able to develop the reports to which they have a personal attachment.

The Third Degree

Focus: To develop interviews by asking plenty of follow-up questions.

Variation 1:

Pretend you have just written this interview and have one more chance to interview Dora. Brainstorm a list of follow-up questions you could ask to add more to your interview. Each student will choose questions to highlight a different topic. For example, if you wanted to learn more about her Italian background, you could ask questions such as:

- Last time we talked, you mentioned Italy. If you had the money, would you have taken your family to visit Italy? Why or why not?
- What was your favorite Italian food growing up?
- Did you meet many other children who were born in Italy?
- What Italian traditions did your family preserve after they came to the United States?

Other topics you could highlight are household appliances, crime, education, married life, shopping, entertainment, employment, and raising children.

Variation 2:

All of the students form a circle around the facilitator. The facilitator then reads the above interview one sentence at a time. Each student takes a turn responding with a relevant follow-up question.

The exchange may go something like this:

Facilitator: Dora Colgen thought life was quite nice when she was growing up.

Student 1: What is her favorite childhood memory?

Facilitator: No one had heard of cancer or diabetes.

Student 2: What were some major diseases while she was growing up?

Facilitator: Houses were much cheaper and everything was beautiful; you didn't see trash like you do today.

*Student 3: What does she think is the major cause for this change?
...and so on.*

After students have practiced with the previous exercises, they can use similar techniques in helping each other to enhance their own interviews. If students are given the opportunity to develop their questions and reports, whether on their own, in small groups with classmates, or with their seniors, they will certainly produce quality interviews they can be proud of for years to come.

"Only those who will risk going too far can possibly find out how far one can go."

T.S. Eliot

The following interviews with Earl and Yola have incorporated several important components of writing quality interviews. Both authors focused on only a couple of themes, organized their papers well, and took advantage of direct quotes from the seniors to help tell their stories. It is obvious, especially in the interview with Yola, that the student and senior had developed a relationship of trust and respect; the student has penetrated through the bare facts of Yola's life and revealed the feeling behind major decisions and events.

Sample Middle School Interview

The most exciting thing that Earl Washington remembers from his childhood was watching the boats go up and down the Delaware River. His fondest childhood memories were of the trains going up Washington Avenue, where he lived. Earl was born across the river in Camden, New Jersey on July 24, 1928; his house there is still standing. He lived there for three years. After moving to Philadelphia, Earl lived at 515 Washington Avenue. He attended Benjamin Franklin High School. They had school even in the cold, hard winters. The ice would pile up on the wires and sometimes they would even break.

Some of the stores Earl remembers from his youth are still there. He remembers going to the American store; it was a food store that was famous for being bright yellow. He recalls the

(Continued on next page)

prices for some common items: a loaf of bread was ten cents, the newspaper cost two cents, a suit cost between fifteen and twenty dollars, shoes were three dollars, and a haircut cost fifteen cents. Shoes were made with cardboard soles and were stuffed with newspaper if they got a hole.

As a child, Earl used to play at a pond on Oregon Avenue; it was all swampland. He also played at a recreation center at 19th and Lombard Streets run by Crime Prevention. Through the recreation center, he was able to participate in a hardball team. Earl also remembers playing marbles, cooking food over fires, and going fishing. He wanted to be a basketball player in his youth, but the dream only took him as far as senior ball.

Earl recalls quite vividly how mail wagons were pulled by stable horses. "The horses were so used to this job," he chuckled, "that they would run right down the road, even without the driver, to keep on their schedule." Earl also remembers watching the local blacksmith shoe the horses. The smith would stoke up the fire and prepare the hoof. He would have to restrain the horse to put the shoe on. Things were made easier for Earl in his youth because of his gender, but because of his color he still had some challenges. He remembers that during World War II, black men were still not allowed to ride on the trolleys. The National Guard was called out to keep the peace when some people became angry.

Earl himself served in the occupational services during World War II. He got his basic training in San Antonio, Texas, was sent to chemical warfare school, spent some time in California, and went overseas. After three years of service, he returned home. During holidays, Earl used to deliver mail and work at the Navy Yard.

Earl's parents were strict; they were Christians and he was raised in this environment. In his youth, Earl was not allowed to have many friends. He was not allowed to date anyone until he was in his late teens. Earl recalls wanting to be independent, wanting to attain manhood. It was not until he was thirty that he married Ella May Jeffries. They had four children, two boys and two girls. They are all grown now, and Earl has seven grandchildren to his credit.

Today, Earl enjoys coming to the senior center and visiting with others here.

Sample High School Interview

Yola Savastano, a retired seamstress from 10th and Dickinson Streets, was born in her home at 19th and Wharton Streets on January 3, 1917. She does not remember much about her very early years, except that they were basically happy and worry free. Unfortunately, Yola's father died when she was ten, and her mother, afraid of losing her house if she accepted widow's assistance, took her three children to migrant camps in New Jersey for nine months of the year in order to earn some money. From March to around Thanksgiving, Yola and her sister would usually go to school in the mornings and then work the fields for the rest of the day, picking whatever was in season. During the very cold winter months, the family would return to Philadelphia Elementary School (at 7th and Wharton Streets) until the eighth grade, at which point she went to work in a tailor shop rather than continue her education in high school.

Soon after Yola reached the age of fifteen, her mother remarried. According to Yola, her mother's new spouse was not a very good stepfather, but was a "good husband and provider." The family followed the Italian style of cooking and celebrating religious holidays among other Italian traditions particular to South Philadelphia households. They lived a basically comfortable life.

Yola married in 1937 at Annunciation Church (at 10th and Dickinson Streets). She and her husband remained in the same area of South Philadelphia in which she grew up because they "had family around" and liked the atmosphere. "There's just something about the neighborhood in South Philly," remarks Yola. "There's always someone around that you know, and people walking by are always willing to help if you need. It's a simple life...everything's just right here."

Yola's husband, contrary to her stepfather, was a "wonderful man, always generous with holiday gifts, but a bad provider." When he lost his job during the Depression, only two weeks after they were married, they were in great need of funds for everyday bills.

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Yola's mother invited them to her house for Christmas dinner, but Yola desperately needed a new dress. "I wanted a new dress so bad for Christmas," she remembered, "I mean bad. I knew a little bit about sewing from when I was younger, but not that much. I went out and bought a pattern and I asked the old lady who I was living with 'I want to make a dress, can I use your sewing machine?' She gave me a piece of black velvet along with the sewing machine, so I thought I'll make a skirt, but a nice white satin blouse, and I'm dressed.' Well when I went and told her I made the dress, she didn't believe me. She said 'You, you never even knew how to sew a button on!' But you know, I *needed* that dress, like you need bread."

So, with a new family to support and a husband out of work, Yola pursued sewing out of necessity. In 1937, she earned an average of twenty-five dollars per week, which represented "great money for that time." With each passing year, Yola further developed her talent and made increasing amounts of money; by the early 1940s she was bringing in over two hundred dollars a week.

When the time for her eldest daughter's First Communion arrived, Yola painstakingly fabricated a beautiful gown. The parents of other girls bestowed compliments on the dress, and soon began asking Yola to make their daughters' frocks. Communion dresses led to prom gowns, and before long Yola was being commissioned to make wedding dresses. This latter business fortuitously came just as she left her regular job to nurse her ailing husband. Her daughter's friends, their bridesmaids and sorority sisters, relatives, and neighbors provided Yola with work for the next fifteen years.

Yola was always very friendly with her brides; she would dress them at the weddings and attend their receptions. At one wedding reception, "an older Italian lady" named Margie complimented Yola on the beaded lace work on the bride's dress, and offered to show her a more facile and expedient technique. So, through several sessions with Margie at her bridal shop on Passyunk Avenue, Yola learned the delicate skill of Dumboro Beading, now a vanishing Italian art form.

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Yola continued "putting needle to lace" for more than twenty years and wants everyone to know that she loved every minute of it. "It was always a challenge," she recalls. "'Where do I put the beads...how should I do this?' I would say. Every piece of lace was different. I did things through trial and error. When Margie seen them, she said 'how the hell did you do that?!' And I said, 'well Margie, you know, you fake it. You hum it, I sing it, then we go. We try it, if it don't work out, there's nobody here to see if I'm doing it right or wrong.'"

Even though she is now retired, Yola continues to take great pride in her work, which has been admired at hundreds of weddings and proms and featured in art shows, newspaper articles, and books. "I always make the front of the dress nice," she remarks, "but I always make the back *extra* nice. You walk forward and they look at you. But when you walk away, they're looking at your dress."

Reflection:

- ❖ RESPOND TO SOME OF THE FOLLOWING JOURNAL QUESTIONS:

Describe an old/young person who touched your life.

Write a journal entry describing your relationship from the other person's point of view.

What is the most important thing you learned from your senior?

- ❖ IS THERE SOMETHING ABOUT WHICH YOU AND YOUR SENIOR DISAGREE (CLOTHING, PUBLIC POLICY, ETIQUETTE)? WRITE AN IMAGINARY DEBATE.
- ❖ PREDICT YOUR OWN LIFE AT AGE 80; DRAW A PICTURE, AND WRITE A STORY OR POEM TO ACCOMPANY IT.

Book Production:

By recording the seniors' stories in a book for generations to come, students can greatly serve their community. If your group does not have resources to publish a book, the following activities provide an alternative.

Roll the Presses

There is more to books than just the story. The following suggestions should help students develop an appreciation for the processes involved in writing, illustrating, printing, and binding books:

- ❖ Invite a local author to visit your group and discuss how a story is written, from the idea all the way through completion.
- ❖ Invite an artist or illustrator to visit your group and demonstrate different types of illustrations used in books.
- ❖ Visit a printer or book manufacturer and learn about all of the steps involved in producing a finished book (e.g. printing, collating, binding).
- ❖ Have students explore book lingo by finding definitions for the following terms: novel, fiction, non-fiction, author, illustrator, preface, table of contents, chapter, binding, jacket, copyright, publisher, bibliophile, trade book, manuscript, soft-bound, hard-bound, call number, folio, bibliography, etc.
- ❖ Have students work in teams for a Book Scavenger Hunt. Their checklist may include: craft book, book review, telephone book, index, publisher information, cookbook, coloring book, catalog, reference book, crossword puzzle book, title page, book with a specific copyright date, first page from a specific chapter in a book, author bio, etc.

Hot Off the Presses

Record interviews or other original stories in a handmade book to share with the seniors, including illustrations, title page, page numbers, and an author bio.

- ❖ Materials. Books can be made out of just about any materials, including: folders, cardboard, cloth, construction paper, cardstock, or paper bags.
- ❖ Design. Consider all of your options. You may want to incorporate some of the following: things from nature, computer graphics, freestyle drawings, quotes, fonts of different sizes and styles, illustrations with different art materials (e.g. pencil, pen, markers, crayons, charcoal), different shapes, photographs, and food items.

Share finished books with the seniors and see what they think!

Section Four - Reflection

Reflection is processing the service experience and making the connection to learning at any stage of the service learning project. Reflection activities, such as discussion, reading and writing, facilitate the expression of thoughts, feelings, questions, and lessons learned.

Allow time for students to refer back to previous journal responses. Encourage them to reflect on how their opinions or reactions have *changed* since then.

Final Reflection:

❖ RESPOND TO SOME OF THE FOLLOWING JOURNAL QUESTIONS:

How did you feel about taking on this project? What did you think you might be able to accomplish?

How did others in the community feel about your project?

Do you think that your project made a difference in how you feel about helping others?

How did your project make a difference to your community?

What have you personally learned from this project?

What are the most valuable things you learned from working with seniors citizens?

What are the highlights in your community's history?

Do you think this project will have any effect on how you perceive people who belong to a different age group?

What are the advantages of being young/old in your community?

What do you imagine your life will be like when you are 20? 50? 80?

If someone else were to attempt this project, what obstacles would you prepare him or her to overcome?

❖ CREATE A PHOTO ESSAY TO GIVE TO A LOCAL MUSEUM

❖ GIVE A SCRAPBOOK TO YOUR LIBRARY OR HISTORICAL SOCIETY

Section Five - Celebration

Celebration is the recognition that students and communities deserve for a job well done. The celebration can be through personal satisfaction, small group acknowledgments, or large group assemblies.

Planning a Celebration

Celebration is important to the closure of the service-learning project. It is the act of completion, finalization of the project, shouting to the world "we are finished!" A celebration can include outside guests or political figures, students, senior citizens, community partners, family members and school officials.

Possible forms of celebration include:

- Make a scrapbook with photographs of intergenerational sessions, news articles, cards or notes, and reflection pieces for both the senior center and school.
- Designing an exhibit for a local historical society or museum
- A joint student-senior field trip
- A formal luncheon for all project participants
- Organize a book signing at which students and seniors can autograph books after publication

Be sure to notify the media of your project. The publicity will be beneficial for everyone involved and could open new doors for your project. The students and seniors will also share the excitement of being in the spotlight.

Regardless of how your group chooses to celebrate its effort, the result will be a heightened sense of accomplishment and pride as well as a sense of completion for the project.

"The life given us by nature is short, but the memory of a well-spent life is eternal."

Marcus Tallius Cicero

Section Six – Evaluation

Student Evaluation

Evaluation is an important part of monitoring student progress towards achieving program goals. A good way of doing this is through continuous assessment and review. This process should be frequent and involve the young people themselves, encourage them to participate in self-evaluation of their own strengths and areas in need of improvement. Comparing self and facilitator evaluations stimulates a great exchange of feedback and much reflection. Documentation of these evaluations should be included in the student's portfolio so they are able to see their growth throughout the year.

Students can be evaluated by the facilitator or self, using the **Evaluating Student Mastery of Competencies** form provided in this manual. Similar evaluative tools should be used to assess student performance of oral presentations and products derived from reflection sessions. These evaluative tools can be developed by the facilitator or the class.

Project Evaluation

It is also important to assess the success of the project through evaluations by the students, facilitator(s), recipients of the service, and members of the community involved in the project. One good tool is the **Evaluating the Project** form provided in this manual. Allow students to develop additional surveys specific to their project to aid in the evaluation process within the community.

Evaluating Student Mastery of Competencies

Student Name _____ School Name _____ Date _____
 Evaluated by: Self _____ Facilitator _____

COMPETENCY/ OBJECTIVE	EVIDENCE OF MASTERY	NEVER 1	2	3	ALWAYS 4
Work effectively in a variety of group settings					
	Actively participates				
	Accepts ideas of others				
	Listens actively				
	Follows ground rules				
	Effectively assumes a variety of group roles				
	OVERALL ABILITY				
Recognize, appreciate, & support elements of the community					
	Observes and records features in the immediate community				
	Gathers information about the community from the media				
	Compiles specific information about local resources				
	OVERALL ABILITY				
Understand the biological and psycho-social effects of aging					
	Demonstrates sensitivity for physical limitations of senior citizens				
	Appreciates the values of generations different from self				
	Actively confronts age-related stereotypes				
	OVERALL ABILITY				
Demonstrates effective oral and written communication skills					
	Recognizes different communication styles				
	Develops interview topics				
	Asks open-ended questions				
	Asks follow-up questions				
	Uses good writing & editing practices				
	OVERALL ABILITY				

Evaluating the Project

School: _____ Project: _____
 Evaluated by: _____ Student _____ Facilitator _____ Other (_____)

	NOT AT ALL			TO A HIGH DEGREE
	1	2	3	4
STUDENT PARTICIPATION				
Students were involved in the selection of the project.				
Students were involved in designing the project.				
Students were involved in implementing and carrying out the project.				
RELEVANCE OF PROJECT				
The project met a "real" community need.				
The project offered opportunities for students to demonstrate active participation in the community.				
Elements were built into the project to sustain the efforts that have been made.				
COMMUNITY INVOLVEMENT				
Partners from the community were involved in one or more stages of the project.				
Community members had opportunities to assess the impact of the project.				

